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ABSTRACT

This document contains the results of the Primary Health Related Behaviour Questionnaire which was administered to 7,852 students between the ages of 8 and 11 years in schools in England during the 1991-1992 school year. The preliminary sections of the report introduce the work being done by the Schools Health Education Unit at the University of Exeter, list the Unit's databanks, explain the survey, and describe the sample. The major text of the report is divided into eight groups, each dealing with a different health-related topic. For each group, actual survey questions are posed and tables provide percentage responses for boys and for girls in years 4, 5, and 6 of school. For some questions, responses from students in year 7 also are included. Each question and table of results is followed by a brief commentary on the findings. Group 1 questions focus on diet and nutrition; group 2 questions deal with dentist visits and dental health; and group 3 questions focus on health and safety. Group 4 questions relate to leisure-time activities and the student's home routine; group 5 questions concern smoking and drinking; and group 6 questions on money examine how much money students receive and how they spend it. Group 7 questions deal with bicycle road use and sports. Group 8 questions refer to social relationships, sources of information about sex, and problem-sharing. The survey itself is appended. (NB)

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Very Young People in 1991–2

John Balding
&
Carolyn Shelley

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CG

Very Young People in 1991–2

The Primary Health Related Behaviour Questionnaire results for 7,852 pupils between the ages of 8 and 11

John Balding & Carolyn Shelley

Schools Health Education Unit
University of Exeter
1993

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Very Young People in 1991–2 is a report on results gained from data collected from the Primary Health Related Behaviour Questionnaire survey method.

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The Schools Health Education Unit

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within the School of Education, University of Exeter.
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Introduction

The Schools Health Education Unit, University of Exeter, supports and promotes effective health education in primary and secondary schools. The services it provides promote co-operation between teachers, parents, children, governors, and health-care professionals.

The Unit's work has been underpinned by the belief that effective health education must take account of the pupils' lifestyles. It is extremely difficult to obtain reliable information about some sensitive health-related behaviours face-to-face, and 'facts' published in the media are often sensationalised. A friendly, confidential questionnaire offered the best chance of obtaining useful results.

Since 1980, the Unit has obtained high-quality health-related data from pupils in the secondary sector, using the Health Related Behaviour Questionnaire. This is designed for completion by pupils of 11 and over. The birth of the primary version of this questionnaire came about as a result of many requests by primary-school teachers for such an enquiry instrument. As with the secondary version, the aim was to support curriculum development, and a former primary-school teacher in the Unit, Carolyn Shelley, was invited to get the project off the ground.

Version 1

Work began with a group of primary teachers at the Unit's conference on *The Health and Social Profile of Young People*, held at Sidmouth, Devon in 1988, and initial trials in schools started soon after. The original Version 1 questionnaire was therefore developed with teachers and pupils. It consisted of only 17 questions including diet, leisure activities, self-esteem, smoking, alcohol and sports, written to be compatible with the secondary questionnaire.

Pupils were interviewed after they had completed the document to discover any difficulties with vocabulary, interpretation and length; teachers also added to our list with their valuable comments. The overall opinion was that whilst some questions needed more work, the general structure of the questionnaire was good, children had enjoyed completing it — and it could be longer!

Version 2

Version 2, a longer questionnaire with 32 questions, was piloted with six classes from local primary schools with an age range of 7–12 (NC years 3–7). With the younger pupils the questionnaire was read out question by question, but the older pupils were able to complete the questionnaire at their own speed. Before starting on the real questions, the children carefully filled in a practice page, and Fred (the little man with the pencil) was introduced to the class to explain how to answer certain questions by circling a number, ticking, etc.

The need for honesty was stressed: in some classes this resulted in seating arrangements being changed, while in others the children were just asked to make sure the answer was their own. Children needing help put their hand up and received individual attention.

Again, a few children in each class were interviewed after the completion of the questionnaire, and the teacher was also asked for comment. With this valuable information the structure of the questionnaire was again reviewed, resulting in Version 3.

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Version 3

Version 3 was used by 2,204 children in 217 schools. Many teachers commented favourably: for example, *A useful exercise which the children enjoyed.* Year 4 pupils (age 8+) upwards did not encounter many problems, but some of the year 3 pupils found it more difficult — a comment that was taken into account when Version 4 was prepared.

Version 4

The version used for this report, a copy of which is in the Appendix of this book.

Version 5

Additional questions have been included in this version.

The topic areas included in Version 5 of the Primary Health Related Behaviour Questionnaire include:

AIDS
Alcohol consumption
Bicycle use
Dental care
Diet
Drugs
Fitness
Homework
Hygiene
Leisure pursuits
Money
Physical activity
Problems
Relationships
Self-esteem
Smoking
Time to bed/time up
TV, videos, etc.

How the questionnaire is used

The school selects a sample of pupils from the chosen year groups to answer the 36 questions covering different areas of their daily life at school, at home, and with their friends. Younger pupils may be taken through the exercise question by question. A period of about one hour plus a break is allocated for this (a pack is available from the Unit with all relevant information on administering a survey). To reassure the children that their answers will not be read, it is explained that their scripts will be sealed before their eyes inside a large envelope at the conclusion of the exercise, that the people handling them know nothing about the school, and that they will be destroyed afterwards. A pack with all relevant details is available.

The scripts are coded and the data is computer-processed at the Unit. The school receives a book of tables showing the percentages of pupils (divided into sex and year group) who gave different answers to the questions. The data can also be presented graphically, or returned on disc for interrogation by staff or pupils.

Sampling within a school

In order to discover a reliable picture of the behaviour of the total year group in a school it is not necessary to include every individual in the year group (although some schools have decided to include everyone so that no one feels they have been excluded). The research method used to establish the size of the sample was to carry out the survey of an entire secondary school with very large year groups numbering around 450 individuals, fairly evenly split between the sexes. By taking many random samples of different sizes and comparing the results for each of these with the results of total year groups it was established that, for this large size of year group, a sample

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of 50 of each sex provided a reliable reflection of the total population for most questions; for some questions, in fact, a smaller sample was adequate. This represents a sample size of just over 22%.

Nearly all surveys in primary schools have been carried out in year groups which are no larger than 100, and typically all children have been included (except absentees*).

The total sample

The way in which the questionnaire is used is entirely different from the style of most 'national surveys'. Typically, when planning a national survey, the smallest sample that will give reliable information about a representative cross-section of the community is chosen. The sample in this report, however, is an 'opportunity sample', in that the Unit had little or no control over which schools and which parts of the country become involved.

However, our extensive experience of collecting and analysing secondary-school data shows that 'opportunity sampling' gives results that compare very well with results from other surveys of young people's behaviour. Consistency between annual results is further convincing evidence of reliability (1). For most behaviours this agreement survives geographical disparity; variations within a catchment area (e.g. urban or rural) are likely to have a greater influence, and our policy of encouraging all primary schools within a group of feeder schools to take part in a questionnaire survey tends to average out these differences (2).

*Absent pupils will tend to be those who are ill or who habitually miss school. Therefore some of the data recorded in the surveys may be too 'comfortable'. This will be a feature of any school-based survey. However, staff may already be more familiar with the characteristics of this group than of the section of the school population who complete the questionnaire.

The validity of the responses

What confidence have we in the validity of the children's data derived from the Primary Health Related Behaviour Questionnaire? To find out whether the answers to our questions mean what we think they mean, we have carefully analysed the results from pilot studies and also conducted interviews with the pupils themselves. The interviewer is particularly looking for misinterpretations and problems of memory, which can indicate a need to modify the question concerned. It is also important to discover the capacity of the less able children to complete the questionnaire in the given time.

Added to this is all the written commentary provided by the teachers involved — for every 25–30 completed questionnaires returned we also receive a supervisor's comment sheet on which attention is drawn to areas of difficulty experienced as well as to the positive aspects, such as the pupils' enthusiasm and the perceived relevance of the exercise.

From all the work that has gone into the development of the methodology, we know that in every school supervisors can be found who can generate an atmosphere of importance for the task, inspire trust in the confidentiality and anonymity of the exercise, and provide ideal support for the completion of the questionnaire. Under such conditions valid data can be collected. The information returned to the school is only as good as the way in which it was collected. In part this is the outcome of the quality of each question, but the manner and atmosphere in which the data was collected will have the greatest effect on its validity.

If the children know that the questionnaires are completely anonymous, that they will immediately be sealed in envelopes to be sent away for processing, and that the results will be

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returned only as a summary in which no individuals can be identified, their motivation to be honest will be reinforced. If, in addition, they feel that what they are doing is important for themselves — that it will affect the work they do in school to their own benefit — they will answer the questions as conscientiously as possible.

Taking back the data

The survey method may well be unique. It is not uncommon in survey procedures for those collecting the data from the boys and girls to disappear with it and never deliberately reveal it to those who have given assistance in the enquiry, publishing discoveries based on it in professional journals only read by their peers.

The Primary Health Related Behaviour survey, however, is provided as a service to schools with the precise contract to return the results to the schools concerned. Those who collect the raw data and who participate in the conditions under which the children completed the questionnaire examine the returned summarised results; furthermore, data returned is often used with classes of boys and girls who either participated in providing it or are close in age to those who did and live in the same catchment area. What other surveys feed data back in order for it to be scrutinised by those who provided it? The opportunity to discover problems with interpretation or memory, and other sources of unreliability, is immense.

Comparing individual schools with district results

This service is offered to District Health Authorities or LEAs. It is common for selected groups of feeder schools to be invited to participate in a survey, and the survey organiser will receive the total picture broken down by geographical location or any other division that is required.

In addition, we plan to offer a *Community profile report* of the type currently available to secondary schools. This would compare a school's results with the average for the whole district, and lists those questions where the pupils sampled differ by 10% or more from this average. This is helpful to the school in signalling areas for further examination. It can also bring school staff and Public Health staff together to plan health care provision at community level.

Your own data

Although average results for a sample of different schools such as the ones represented in this book are very interesting, teachers will be particularly anxious to see the results for their own pupils. If you think that the Primary Health Related Behaviour Questionnaire could be useful in your school, do contact the Unit for a sample copy, which will be sent with comprehensive notes about how to carry out a survey. We shall be delighted to send further information and help organise a survey if you decide to go ahead with one. Perhaps other feeder primary schools could co-operate, producing a survey of the health-related behaviour of the future population of the local secondary school?

Finally, we should like to dedicate this book to the staff and pupils of the schools who gave so generously of their time during the pilot versions of the Primary Health Related Behaviour Questionnaire.

John Balding

Carolyn Shelley

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References

1. Balding, J. W., *We teach them how to drink!* Schools Health Education Unit, 1989.

2. Balding, J. W. & Shelley, C., 'Catchment area and health-related behaviour', *Education and Health*, 7, 1, 17–22, 1989.

Primary-school projects within the Schools Health Education Unit

1983–1990 Priority topics for inclusion in the curricula of primary and secondary schools, as perceived by pupils, parents, teachers, and health-care professionals, called *Just A Tick*.

1990–1992 Primary Health Related Behaviour Questionnaire, Versions 1–4.

1990 *Just A Tick* (completely re-set with amendments).

1993 *Primary Health Related Behaviour Questionnaire, Version 5.*

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The Unit's databanks

The Unit holds data collected through the primary school questionnaire (and presented in this book) and also through the questionnaire used in secondary schools. Where identical questions exist in the primary school questionnaire (Version 4) and the secondary school questionnaire (Version 15, 1992), we have included year 7 data (1992) from a sample of 974 pupils.

Attention is drawn to the secondary school survey data by shading the final column in the tables.

The 1991–2 sample

This sample contains a total of 7,852 pupils (3934 boys and 3918 girls) between the ages of 8 and 11, in 220 schools in England who completed Version 4 of the Primary Health Related Behaviour Questionnaire in 1991–92. There were 11 group studies which included 211 of the total number of schools which completed the questionnaire. The following information about the sample may be found useful.

Sex by year group

	Boys	*Girls*	*Total*
Year 4 (8–9)	660	684	1344
Year 5 (9–10)	959	920	1879
Year 6 (10–11)	2315	2314	4629
ALL YEARS	3934	3918	7852

Day of the week on which the questionnaire was completed

	% of pupils
Monday*	0
Tuesday	32
Wednesday	24
Thursday	24
Friday	20

* Schools are requested not to administer the survey on a Monday wherever possible. Sometimes however, this is unavoidable, and in this case where a question relates to 'yesterday' pupils are asked to answer the question with the previous Friday in mind rather than the weekend, which is typically different.

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Month in which the questionnaire was completed (% of schools)

January	1	July	50
February	-	August	-
March	-	September	3
April	-	October	2
May	4	November	9
June	26	December	5

Percentage of ethnic-minority children in the schools

% in school	% of schools
0–1%	65
2–5%	20
6–10%	5
11–15%	4
16–20%	1
21–30%	2
31–40%	1
41–50%	0
>50%	3

Percentage of children qualifying for a free meal

% in school	% of schools
0–1%	17
2–5%	17
6–10%	14
11–15%	10
16–20%	5
21–30%	12
31–40%	3
41–50%	2
>50%	20

Percentage of children in the school being transported by school bus

% in school	% of schools
0–10%	89
11–20%	4
21–30%	2
31–40%	1
41–50%	3
51–60%	1
61–70%	0
71–80%	1
>80%	0

Sex of school population

	% of schools
All-male school	0
All-female school	0
Mixed school	100

Type of school

	% of schools
Infant	0
First	1
Junior	23
Middle	0
Combined/Primary	77
Independent	0
Special	0
Other	0

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Nature of catchment area

	% of schools
100% r	20
75% r, 25% u	2
50% r, 40% s, 10% u	3
10%r, 50% s, 40% u	4
40% s, 50% u, 10% l	1
10% s, 40% u, 50% l	1
25% u, 75% l	1
100% l	8
100% u	25
100% s	30
75% s, 25% u	4
75% u, 25% l	1

r = rural, s = suburban, u = urban, l = inner urban

School lunch provision

	% of schools
Cafeteria	20
Set lunch	66
Both	13

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List of Tables

Every attempt is made to reproduce questions verbatim. When this is impossible, the sense of the question is presented in square brackets. The questionnaire (Version 4) appears in the appendix.

Group 1: DIET

Question

What sort of breakfast did you have this morning? 3
How often do you eat these foods? 4–6
Will you eat quite a lot of these foods in the next few days? 7

Group 2: DENTIST

Question

How many times did you clean your teeth yesterday? 11
What treatment did the dentist give you on your last visit? 12

Group 3: HEALTH & SAFETY

Question

Do you wash your hands after visiting the toilet? 15
How many times in the last week have you had a bath or shower at home? 16
When you run, do you have a lot of trouble breathing which makes you wheeze? 17

Group 4: HOME

Question	
[Which activities did you do after school yesterday?]	21
What was the time when you got up this morning?	22
What was the time when you went to bed last night?	23
On school days do you have a set bedtime?	24
[If you have a set bedtime, what is it?]	25
[Which newspapers do you have at home?]	26
[Newspaper readership index of papers at home]	27

Group 5: DRUGS

Question	
Smoking: which sentence describes you best?	31
Have you smoked since this time last week?	32
[If you have smoked since this time last week, how many cigarettes have you smoked?]	33
Do you think that you will smoke when you are older?	34
Which of these alcoholic drinks have you tasted?	35
Have you had an alcoholic drink since this time last week?	36
[If you have had an alcoholic drink since this time last week, on how many days did you do so?]	37
[Type of alcoholic drink consumed in past week]	38

Group 6: MONEY

Question	
How much pocket money did you get last week?	41
In the last month, have you spent your own money on the following items?	42

Group 7: ROAD USE & SPORT

Question

[Owning and riding a bicycle] 45
[If you are allowed to ride on the road, how busy is it?] 46
How fit do you think you are? 47
[Which sports do you play outside lesson time, and how often?] 48
How much do you enjoy running when you play games? 49

Group 8: SOCIAL & PERSONAL

Question

[Total self-esteem score (scale 0–20)] 53
How easy do you find it to make friends? 54
Which adult do you get on best with? 55
[Person with whom you would first share a problem to do with school] 56
[Person with whom you would first share a probem to do with your family] 57
[Person with whom you would first share a problem to do with health] 58
[Person with whom you would first share a problem to do with friends] 59
Who or what is your main source of information about sex? 60
Who or what do you think should be your main source of information about sex? 61

Very Young People in 1991–2

Group 1: DIET

The 1991–1992 questionnaire (version 4) contained a checklist of 19 common food items against which the pupils indicated typical levels of consumption. It was hoped that classroom discussion of these results would raise levels of awareness regarding 'healthy' and 'unhealthy' foods.

What sort of breakfast did you have this morning? 3
How often do you eat these foods? 4–6
Will you eat quite a lot of these foods in the next few days? 7

Question 11: What sort of breakfast did you have this morning?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Drink of milk	29.6	24.0	23.2	18.3	20.8	17.3		
Tea or coffee	25.3	22.5	30.0	30.3	30.4	28.9		
Fruit juice	25.0	32.5	26.3	26.7	24.6	30.2		
Cereal	67.3	53.1	64.1	58.4	64.6	56.3		
Toast or bread	37.4	43.7	36.5	35.8	35.2	37.0		
Porridge/Readybrek	3.5	3.2	4.7	5.0	2.6	2.1		
Cooked breakfast	9.5	7.4	8.1	6.1	6.8	3.8		
Something else	11.6	14.0	6.5	8.7	7.8	10.3		
Nothing at all	0.8	3.2	1.5	2.0	3.1	3.7		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The different levels of consumption are interesting. There are hints at different preferences between girls and boys. These differences become much clearer in older age groups.

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Question 12: How often do you eat these foods?

Percentage answering 3 or more times a week

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
White bread	57.1	53.5	66.1	65.0	67.2	63.2	59.4	55.4
Brown bread	27.4	29.4	20.4	19.6	24.5	27.6	26.6	25.5
Sugar-coated cereals	32.3	21.5	32.3	22.0	28.2	17.7	25.7	12.6
Other cereals	34.4	34.8	39.4	35.7	40.5	39.5	31.7	27.3
Rice or pasta	11.4	10.5	8.3	9.0	6.3	7.5	17.5	16.5
Chocolates or sweets	33.2	30.0	44.7	38.2	43.2	37.0	41.5	37.9
Cakes, tarts or biscuits	41.2	35.5	44.6	39.0	42.8	37.2	35.1	28.6
None of these	5.9	6.4	3.6	5.3	4.2	4.8	-	-

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
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Commentary

As may be expected, the percentages for eating *White bread* are much larger than for *Brown bread* — in fact, they are more than double. These percentages are fairly steady across the age groups and sexes, whereas there seems to be a more definite gender difference when considering *Sugar-coated cereals*, more boys reporting that they eat them three or more times a week.

The percentages for *Chocolates or Sweets* seem to be surprisingly low, but are in keeping with secondary data.

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Question 12: How often do you eat these foods?

Percentage answering 3 or more times a week

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Milk	60.8	55.4	66.6	57.2	67.4	62.6	69.1	65.0
Butter or margarine	46.0	55.1	49.0	52.9	55.0	61.5	46.6	50.0
Cheese	22.9	19.6	22.9	23.6	23.6	24.6	27.8	28.3
Chips or roast potatoes	26.1	26.3	40.9	29.9	30.5	24.6	33.3	22.9
Other potatoes	18.2	20.3	17.4	19.3	18.7	21.3	21.5	27.9
Vegetables	40.7	51.6	36.8	42.8	40.7	52.6	34.4	48.1
Fresh fruit	54.4	62.6	52.8	62.0	53.2	62.5	43.8	57.2
None of these	5.9	4.8	4.5	4.6	3.6	3.7	-	-

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

There seem to be more obvious gender differences here (again in step with secondary data). More boys report eating *Chips or roast potatoes* three or more times a week, the difference being most marked in year 5. More girls choose to eat *Vegetables* and *Fresh fruit* than do boys.

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Question 12: How often do you eat these foods?

Percentage answering 3 or more times a week

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
White meat	16.3	14.5	18.3	15.1	14.5	11.1	6.7	5.8
Burgers or sausages	15.5	11.0	20.3	13.8	15.2	8.6	16.7	8.7
Red meat	13.9	9.8	13.1	10.7	12.5	10.5	6.7	8.7
Eggs	12.3	11.0	12.7	11.1	11.0	9.5	13.5	10.0
Fish fingers	17.4	13.5	16.9	12.0	11.6	8.5	5.7	4.8
None of these	56.9	63.8	54.0	62.7	59.9	68.6	-	-

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

Again, differences between boys and girls can be noticed — for example, more boys eat *Burgers or sausages* at least three times a week.

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Question 13: Will you eat quite a lot of these foods in the next few days?

Percentage answering 'fairly sure' or 'certain'

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Brown bread	29.8	33.9	25.3	24.6	27.2	30.5		
Fried food	43.2	40.0	54.2	44.7	47.4	33.7		
Sweet things	57.2	54.4	66.0	59.8	63.3	53.9		
Fresh fruit	71.4	80.2	69.7	77.9	70.1	80.2		
Crisps	59.1	56.7	64.0	65.7	61.8	56.5		
Fresh vegetables	50.7	58.9	44.4	53.4	52.8	64.0		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

It is interesting and perhaps rather encouraging to note the expectation of these boys and girls regarding their consumption of *Fresh fruit, Crisps* and *Sweet things. Fresh fruit* comes top of the list, followed by *Sweet things* and then *Crisps*. As suggested in earlier tables, boys seem to be choosing less healthy options — this can be seen particularly clearly in the case of *Fried food*.

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Group 2: DENTIST

The questions reveal daily frequency of cleaning teeth, and treatment received from their dentist on their last visit.

How many times did you clean your teeth yesterday? 11
What treatment did the dentist give you on your last visit? 12

Question 26: How many times did you clean your teeth yesterday?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Not at all	4.3	2.8	6.6	1.9	4.4	1.4	3.3	1.1
Once	22.2	19.6	25.4	19.1	26.3	19.3	16.4	15.0
Twice	59.8	62.8	53.8	63.3	59.2	67.0	61.9	61.1
3 times	10.9	11.4	11.3	12.2	8.6	10.1	16.4	19.2
4 times	1.6	2.7	2.2	2.7	1.1	1.7	2.1	3.6
5 or more	1.2	0.7	0.8	0.8	0.3	0.4	–	–
Valid responses	562	597	906	890	2235	2259	428	532

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The girls appear to be far more conscientious than the boys about cleaning their teeth. As many as a quarter of the boys and a fifth of girls in some groups only cleaned their teeth once yesterday and a noticeable number, particularly boys, had not cleaned their teeth at all.

The data collected through the primary school surveys fits nicely with that collected in the secondary school surveys (year 7).

The year 7 data records up to a maximum of 4 or more brushings per day.

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Question 27: What treatment did the dentist give you on your last visit?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Check-up	62.2	66.2	65.6	69.4	72.8	75.8	69.3	71.9
Fillings	22.2	22.0	19.3	18.8	15.2	14.2	23.2	20.6
Tooth out	12.5	11.6	15.6	14.1	11.1	10.3	12.8	11.2
Polishing	25.3	23.3	15.7	14.3	15.6	17.3	25.9	26.8
Brace	4.3	4.3	3.6	3.7	5.0	7.4	8.0	11.3
Brushing advice	24.5	21.0	15.1	14.6	15.6	13.3	30.7	26.8
Other treatment	12.2	12.7	10.3	8.8	9.4	10.5	-	-

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

Boys' and girls' responses seem to be remarkably similar. When comparing this table with the previous one, one might have expected the boys, in particular, to have needed more treatment or even brushing advice!

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Group 3: HEALTH & SAFETY

The questions in this group reflect a traditional view of health — physical cleanliness.

Do you wash your hands after visiting the toilet? 15
How many times in the last week have you had a bath or shower at home? 16
When you run, do you have a lot of trouble breathing which makes you wheeze? 17

Question 16: Do you wash your hands after visiting the toilet?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Never or almost never	3.1	1.8	4.1	0.4	2.7	0.8	1.7	0.9
Sometimes	38.5	29.4	36.8	29.7	40.6	30.3	23.5	17.8
Whenever possible	58.5	68.8	59.1	69.8	56.7	68.9	74.8	81.2
Valid responses	650	674	944	911	2292	2300	421	527

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

Matching with our secondary data, more girls than boys report washing hands *Whenever possible*.

All the 1992 figures for years 7–10 are much higher than the primary figures for *Whenever possible*, and yet the primary figures are also consistent; why the jump? The questions are similar, though not identical: the primary questionnaire refers to 'toilet', whereas the secondary version refers to 'lavatory'. Is there a marked behavioural change when moving to secondary school, or is it because secondary school facilities are typically much better than those in many primary schools?

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Question 25: How many times in the last week have you had a bath or shower at home?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Not at all	1.7	2.0	2.2	1.3	1.4	0.4		
Once	22.8	19.6	19.9	17.7	14.1	12.0		
2 or 3 times	35.1	35.4	38.8	44.1	46.0	47.6		
4 or 5 times	14.2	17.8	17.6	17.1	20.8	21.6		
6 or 7 times	26.2	25.3	21.5	19.7	17.8	18.4		
Valid responses	584	608	945	913	2297	2301		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The secondary questionnaire combines baths or showers at home and at school in the same question, and so the data for year 7 is not comparable.

Baths or showers at home are fairly popular with all ages and sexes. Surveys in secondary schools show an increasing frequency with age and suggest a heavy demand on the water supplies to support teenage bathing!

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Question 21: When you run, do you have a lot of trouble breathing which makes you wheeze?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Never	48.5	41.0	42.1	38.6	45.7	40.8	*38.4	*31.4
Sometimes	37.8	42.3	41.3	43.7	39.5	43.6	*40.9	*43.9
Quite often	6.9	8.5	7.0	9.3	7.7	8.6	*10.6	*14.8
Very often	6.8	8.2	9.6	8.4	7.1	6.9	*10.1	*9.8
Valid responses	650	671	944	914	2287	2301	425	528

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

From the secondary survey data there is a clear link between the responses to this question from those who 'wheeze' and asthma. A view is expressed that some who 'wheeze' have not yet been diagnosed as asthmatics but that their 'quality of life' might be improved if they sought help.

*It should be noted that the secondary questionnaire (year 7) uses the word 'occasionally' instead of 'sometimes'.

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Group 4: HOME

Young people spend the majority of their time in and around the home, and it is important for teachers designing an effective health-education input to understand this background. Relevant questions are scattered through the Primary Health Related Behaviour Questionnaire, but the ones included here relate particularly to spare-time activities and home routine. There is also an attempt to derive a 'newspaper readership index' from information about national daily newspapers read by the family.

[Which activities did you do after school yesterday?] 21
What was the time when you got up this morning? 22
What was the time when you went to bed last night? 23
On school days do you have a set bedtime? 24
[If you have a set bedtime, what is it?] 25
[Which newspapers do you have at home?] 26
[Newspaper readership index of papers at home] 27

Question 7: [Which activities did you do after school yesterday?]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Watched TV	71.7	77.6	81.8	83.8	82.3	84.5		
Watched TV until bed	10.9	8.6	12.7	9.1	7.3	4.3		
Watched videos	58.3	53.7	55.5	49.7	61.8	56.6		
Played with friends	24.2	19.4	28.4	20.8	25.1	16.5		
Played computer games	44.8	18.3	45.0	21.7	45.4	19.3		
Read a book for pleasure	37.7	54.1	37.0	53.9	37.0	51.3		
Went to a club	22.6	18.9	19.0	19.6	18.8	16.5		
Did something else	49.4	50.0	42.8	45.5	42.7	52.6		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

TV watching is the most 'chosen' category for all age groups, and slightly more girls than boys report watching TV on the previous night. The percentages watching all evening until going to bed are quite low, but obviously may be a cause for concern. The other two categories of 'screen watching' — *Watched videos* and *Played computer games* — are also significant, with *Played computer games* being particularly so for boys. The percentages for *Reading a book for pleasure* are encouraging (and higher than those of many secondary age groups), with more girls than boys in this category.

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Question 8: What was the time when you got up this morning?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Before 6.00 am	7.4	3.1	6.1	1.9	3.6	1.6		
6.00–6.30 am	5.4	5.6	4.4	3.3	3.6	2.8		
6.31–7.00 am	20.6	28.0	16.4	20.1	14.4	15.2		
7.01–7.30 am	27.1	30.2	29.4	33.6	33.9	39.2		
7.31–8.00 am	28.7	24.0	33.2	32.7	31.2	33.5		
8.01–8.30 am	9.2	7.7	9.2	7.3	12.2	6.7		
After 8.30 am	1.5	1.3	1.3	1.2	1.0	1.0		
Valid responses	649	675	949	915	2303	2302		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The category *6.31–7.00 am* shows a decrease in percentage for the older children, and there is a corresponding rise in the next category, *7.01– 7.30 am* — this is no surprise!

In the younger age groups more boys record getting up later. This is also found in the secondary 'waking' data . Between 50–60% of all pupils were up by 7.30. Version 15 asks *When did you wake up this morning?* and so these results have not been reproduced here.

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Question 9: What was the time when you went to bed last night?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Before 7.00 pm	1.8	2.2	1.5	1.1	0.3	0.3		
7.01–7.30 pm	1.2	3.1	1.3	1.8	0.3	0.5		
7.31–8.00 pm	11.4	17.1	6.8	9.4	2.2	2.9		
8.01–8.30 pm	12.8	18.3	11.6	15.0	5.7	7.3		
8.31–9.00 pm	29.4	31.2	26.4	32.1	21.7	24.6		
9.01–9.30 pm	16.5	14.0	16.8	17.6	22.4	26.5		
9.31–10.00 pm	14.0	8.4	19.5	13.0	21.6	20.2		
10.01–10.30 pm	5.6	2.2	7.7	5.8	13.6	10.1		
After 10.30 pm	7.2	3.5	8.4	4.3	12.2	7.7		
Valid responses	656	679	948	914	2291	2300		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The TV 'watershed viewing' time for young people has been represented with a black line. There are substantial numbers of boys and girls still around after 9.30 pm. The percentages in bed **before** 9.00 pm are shown as follows:

Year 4		Year 5		Year 6	
Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
56.6	71.9	47.6	59.4	30.2	35.6

The secondary questionnaire asks *When did you get to sleep last night?* and so the year 7 results have not been reproduced here.

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Question 10: On school days do you have a set bedtime?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
No	50.9	38.4	48.8	41.1	52.1	46.0		
Yes	49.1	61.6	51.2	58.9	47.8	54.0		
Valid responses	656	680	952	913	2299	2302		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

In all age groups there are more girls than boys reporting that they have a set bedtime, although the percentage decreases by year 6. Is this favouritism, or are girls more conscientious in reporting there is a declared time?

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Question10: [If you have a set bedtime, what is it?]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Before 7.00 pm	3.4	4.6	2.7	1.9	1.1	0.9		
7.01–7.30 pm	5.6	5.1	2.3	3.2	1.4	1.8		
7.31–8.00 pm	22.2	29.2	15.5	18.2	5.9	6.8		
8.01–8.30 pm	21.6	23.6	20.3	24.3	14.3	16.2		
8.31–9.00 pm	32.2	30.2	35.8	35.8	37.1	39.5		
9.01–9.30 pm	9.1	5.6	13.6	11.2	23.4	23.0		
9.31–10.00 pm	4.7	0.7	7.7	4.5	12.9	9.5		
10.01–10.30 pm	0.3	0.5	1.9	0.9	3.1	1.9		
After 10.30 pm	0.9	0.2	0.2	0.0	0.8	0.4		
Valid responses	320	411	478	534	1089	1245		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

If we compare the above 'set' bedtimes with the actual reported times of going to bed on page 23 we discover:

	Year 4		Year 5		Year 6	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
'Set bedtimes' by 9pm	85.0	93.0	76.6	83.4	59.8	55.2
Actual bedtimes by 9pm	56.6	71.9	47.6	59.4	30.2	35.6

There is consistent slippage here: "It is past your bedtime!"

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Question 34: [Which newspapers do you have at home?]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Daily Express	5.0	5.5	4.3	6.7	7.0	7.0	7.7	10.8
Daily Mail	9.2	13.5	9.2	9.2	10.5	11.4	15.3	15.4
Daily Telegraph	4.4	5.7	3.5	3.9	4.7	6.1	9.0	7.5
The Star	2.8	2.8	6.4	7.0	7.3	5.9	9.0	6.4
Today	2.0	2.6	2.7	2.5	2.9	3.2	5.5	6.4
The Scotsman	0.0	0.0	0.0	0.0	0.0	0.0	1.1	1.2
Daily Record	0.0	0.0	0.0	0.0	0.0	0.0	25.4	20.3
The Guardian	1.8	0.7	1.6	1.9	2.6	2.8	7.2	7.7
Daily Mirror	14.3	17.4	23.1	23.1	25.0	23.7	15.6	19.3
The Times	2.9	4.1	4.2	3.6	2.3	2.9	7.7	10.8
The Sun	34.7	33.9	38.2	36.4	28.1	25.9	30.9	33.2
The Independent	2.6	1.9	1.4	1.2	2.8	2.6	3.6	3.5
None of these	35.2	29.5	22.2	25.5	27.5	28.7	17.5	16.8

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

Many do not report having any of the listed papers in their homes and many of these may have local papers rather than 'national dailies'. There are significant regional preferences concerned with newspapers which could explain some of the major differences seen in the year 7 data. The young people are not asked if they read the newspapers themselves.

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Question 34: [Newspaper readership index of papers at home]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
1 (Times, Telegraph,Guardian Independent)	20.7	20.2	11.2	12.7	17.4	21.4	27.5	28.4
2 (Mail, Express, Today)	19.1	24.9	19.6	21.8	23.5	24.4	23.5	23.6
3 (Mirror, Star, Sun)	60.2	54.8	69.3	65.5	59.1	54.2	48.0	49.0
Valid responses	382	445	690	632	1668	1667	302	402

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The previous table lists the national newspapers for which data is collected. Each one is assigned a 'readership group' even though they are not all indicated in the categories above.

If newspapers belonging to different readership groups are taken in the same home, the group selected is in order of group 1, group 2, and group 3.

This scale is an innocuous way of discovering something about the young people's home background. The data, despite its 'broad-brush' nature, is found to correlate well with many other behaviours in older age groups, for example:

bedtimes: Macgregor I.D.M & Balding J.W. (1988) Bedtimes and family size in English schoolchildren. *Annals of Human Biology* **15** (6) 435-441.

self-esteem: Macgregor I.D.M. & Balding J.W. (1991) Self esteem as a predictor of toothbrushing behaviour in young adolescents. *Journal of Clinical Periodology*, **18**: 312-316.

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Group 5: DRUGS

Information about the use of tobacco and alcohol is often sensationalised. It is an area where the teacher may feel handicapped by a lack of knowledge about their degree of use, and a confidential questionnaire offers the best chance of deriving reliable information. Although tobacco and alcohol are in a general sense 'legalised', some of the questions reveal substantial levels of experience of them by the very young people.

Smoking: which sentence describes you best? 31
Have you smoked since this time last week? 32
[If you have smoked since this time last week, how many cigarettes have you smoked?] . . 33
Do you think that you will smoke when you are older? 34
Which of these alcoholic drinks have you tasted? 35
Have you had an alcoholic drink since this time last week? 36
[If you have had an alcoholic drink since this time last week, on how many days did you do so?] 37
[Type of alcoholic drink consumed in past week] 38

Question 28: Smoking: which sentence describes you best?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Never smoked	91.9	93.0	88.9	91.6	82.8	86.9	72.1	75.2
Tried once or twice	5.7	5.0	7.7	7.1	13.3	10.9	16.9	16.5
Used to	1.5	0.6	2.1	0.8	3.0	1.7	7.1	5.0
Would like to give up	0.0	1.3	0.4	0.2	0.5	0.4	2.5	3.1
Do not want to give up	0.9	0.2	0.9	0.3	0.3	0.1	1.2	0.4
Valid responses	528	543	940	905	2255	2247	409	521

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

As expected, those in year 6 report higher percentages for *Tried once or twice* and other smoking categories (including *Used to*). There does not appear to be a very marked gender difference.

The levels of experimentation and use may come as no surprise to the reader. Smoking obviously appears attractive and rewarding to many young people. The difference between year 6 and year 7 figures is noticeable. Should year 5 be specially targeted for an anti-smoking intervention programme?

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Question 29: Have you smoked since this time last week?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
No	98.5	98.7	98.3	99.5	98.8	99.0	97.3	95.8
Yes	1.5	1.3	1.7	0.5	1.2	1.0	2.7	4.2
Valid responses	529	546	940	914	2260	2252	411	522

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

About the same percentage of boys and girls report smoking in the past week, and there is no marked difference between the age groups.

The responses to this question often suggest that some people at least who smoked in the past week do not see themselves as smokers, or have 'given up' smoking in the short interval of one week.

If we calculate the number of smokers from Question 28 (page 31), we can discover that in some groups there are fewer 'smokers' than the number who report smoking in the past week.

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Question 29: [If you have smoked since this time last week, how many cigarettes have you smoked?]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
(None)	(98.5)	(98.7)	(98.3)	(99.5)	(98.8)	(99.0)	(91.7)	(92.9)
1 cigarette	0.4	0.5	0.5	0.3	0.5	0.5	0.2	0.2
2 cigarettes	0.8	0.0	0.5	0.2	0.1	0.2	0.2	0.9
3 cigarettes	0.2	0.2	0.1	0.0	0.1	0.0	0.0	0.7
4 cigarettes	0.0	0.2	0.0	0.0	0.1	0.1	0.2	0.0
5 cigarettes	0.0	0.2	0.0	0.0	0.2	0.0	0.0	0.2
6 cigarettes	0.0	0.0	0.1	0.0	0.0	0.0	0.2	0.0
9 cigarettes	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
10 or more	0.2	0.2	0.4	0.0	0.1	0.0	7.1	4.8
Valid responses	529	546	938	914	2260	2252	436	538

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The large increase at the *10 or more* level in the year 7 data confirms that transfer to secondary school either coincides with, or promotes, an increase in the level of smoking. By comparison, the primary data shows very little change across the year groups. It could be that complacency at the low level of smoking by primary-school children discourages 'smoking education' at this age. However, if the policy of 'prevention rather than cure' is adopted, then this is the very time when youngsters should be shown reasons and strategies for not starting to smoke.

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Question 30: Do you think that you will smoke when you are older?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
NO!	73.6	76.3	72.2	78.7	71.7	75.9		
no	7.0	6.7	9.1	6.6	10.8	9.4		
Maybe	14.6	14.3	12.9	13.1	14.6	12.9		
yes	0.4	1.8	1.9	0.6	1.4	0.9		
YES!	4.4	0.9	3.9	1.1	1.6	0.9		
Valid responses	527	552	933	909	2253	2235		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The largest category is *NO!* but it contains only about 75% of the boys and girls. The *Maybe* category is perhaps surprisingly large. Should smoking education particularly address this group? It is interesting that more boys than girls say *YES!* (or *yes*) yet in the 14-15 age group typically more girls than boys are smoking.

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Question 31: Which of these alcoholic drinks have you tasted?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Shandy	53.5	39.7	65.8	57.8	81.1	70.2		
Beer or lager	55.0	45.2	59.6	47.5	71.5	60.3		
Cider	34.0	22.9	36.3	26.8	50.9	38.2		
Wine	58.7	66.0	60.4	65.8	75.7	76.6		
Fortified wines	24.3	21.2	27.9	23.6	40.0	32.4		
Spirits	24.7	17.9	31.2	20.1	39.8	28.0		
None of these	15.5	20.7	12.9	14.3	6.0	7.7		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

It is not surprising to find a high level of 'tasting' experience for all year groups. As expected, the percentages are higher for the older pupils. The climate of alcohol introduction is clearly warm amongst even the youngest group.

The boys report higher tasting levels for all types of drinks except wines.

The 'top 3' drinks with year 5 boys and girls are:

Boys	1. Shandy	2.Wine	3. Beer or lager
Girls	1. Wine	2. Shandy	3. Beer or lager

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Question 32: Have you had an alcoholic drink since this time last week?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
No	76.4	82.5	73.4	83.6	67.2	81.4	66.3	80.2
Yes	23.6	17.5	26.6	16.4	32.8	18.6	33.7	19.8
Valid responses	517	549	928	905	2217	2228	365	480

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

In line with the previous table, the year 6 pupils are more likely than the others to have had at least one alcoholic drink during the previous week. There is a definite gender effect, with more boys than girls in all age groups reporting drinking.

Clearly large numbers of very young school children experience the use of alcohol. Adults use it abundantly, and it is often available, particularly in the home. It is not known to what extent these very young people are consuming alcoholic drinks with parental knowledge.

Amongst older groups (as described in our book *Young People in 1992*, page 65), we find that as many as 40% of the parents of Year 10 pupils do not always know when their children drink at home. In the Year 7 group this figure is 20%.

We suggest that a primary school could usefully consider alcohol education in partnership with parents.

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Question 32: [If you have had an alcoholic drink since this time last week, on how many days did you do so?]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
1 day	58.7	69.4	57.5	74.1	62.1	70.8	56.2	73.0
2 days	23.9	14.1	18.6	14.3	20.3	15.5	20.4	14.7
3 days	6.4	7.1	6.6	6.8	8.1	5.8	10.2	6.7
4 days	1.8	1.2	5.8	1.4	5.0	4.0	2.3	1.2
5 days	5.5	4.7	4.4	3.4	2.0	2.3	1.1	1.2
6 days	1.8	1.2	2.7	0.0	1.1	1.0	2.3	0.0
7 days	1.8	2.4	4.4	0.0	1.4	0.8	7.9	3.7
Valid responses	109	85	226	147	701	400	336	465

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

Some of the many 'drinkers' reported in the previous table also consumed alcohol on several days in the 'past week'. The percentages for the '3 days or more' drinkers are as follows:

Expressed as a percentage of ***all*** the young people, and not just the drinkers, the '3 days or more' values are:

	Year 4	Year 5	Year 6	Year 7
Boys: :	4.1%	6.4%	5.8%	6.3%.
Girls: :	2.9%	1.9%	2.6%	2.1%.

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Question 32: [Type of alcoholic drink consumed in past week]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Shandy	6.6	3.5	8.9	5.7	13.5	6.1	-	-
Beer or lager	8.0	4.0	9.6	3.8	10.3	4.0	12.0	3.7
Cider	0.8	0.9	2.0	0.9	2.9	1.7	10.7	4.2
Wine	6.4	7.9	5.3	6.8	7.8	6.7	13.7	11.3
Fortified wine	0.2	1.5	1.0	0.4	1.3	1.4	7.9	5.4
Spirits	0.6	0.9	2.2	1.0	2.1	1.7	6.8	3.3

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

Generally, *Wine* is more popular with the girls, and *Beer*, *Lager* and *Shandy* with the boys.

There are noticeable increases between the figures from the primary survey data and the secondary survey data.

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Group 6: MONEY

The amount of money that young people have to spend is an important factor in determining their access to a host of behaviours. This section examines how much money they receive and what they spend it on.

How much pocket money did you get last week? 41
In the last month, have you spent your own money on the following items? 42

Question 14: How much pocket money did you get last week?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Nothing	20.5	21.4	18.7	19.7	15.4	16.7	14.3	16.1
Up to 50p	8.7	12.9	7.0	9.5	3.7	3.8	3.4	0.8
51p–£1.00	23.5	28.7	20.9	23.3	17.5	21.4	9.9	13.3
£1.01–£2.00	23.2	21.4	23.4	24.6	26.5	27.4	22.7	21.6
£2.01–£3.00	9.7	7.0	11.8	11.4	15.5	13.9	16.9	17.2
£3.01–£4.00	2.9	2.1	5.3	3.6	6.0	4.8	6.8	6.1
£4.01–£5.00	6.7	3.3	6.7	4.2	8.9	7.7	14.1	18.2
£5.01–£10.00	4.1	3.0	5.8	3.4	5.7	4.0	9.9	5.7
More than £10.00	0.8	0.1	0.4	0.2	0.8	0.3	2.1	0.8
Valid responses	630	668	900	877	2212	2230	436	538

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

About 20% of the year 4 pupils received no pocket money at all, but the table overleaf shows that almost all of them have some spending money. In all three year groups the most popular pocket money band is from 51p – £2.00 per week, with more girls than boys in this category. Consequently, more boys than girls receive over £2.00 per week!

The average amount of pocket money received last week is illustrated in the table below:

	Year 4	*Year 5*	*Year 6*	*Year 7*
Boys	£2.18	£2.39	£2.64	£2.97
Girls	£1.70	£1.98	£2.36	£2.72

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Question 15: In the last month, have you spent your own money on the following items?

Percentage responding 'yes'

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Sweets	63.0	60.1	59.9	59.8	65.3	66.9		
Fizzy drinks	44.3	34.8	44.1	33.4	49.2	34.9		
Comics or magazines	34.2	26.3	33.6	24.8	36.7	34.0		
Books	26.8	34.8	23.2	29.7	20.9	27.0		
Cigarettes	2.7	1.6	1.5	1.1	1.5	0.5		
Discos	14.9	16.0	17.2	18.8	16.8	16.8		
Make-up	4.6	14.1	3.5	8.0	1.3	7.9		
Records or tapes	27.4	24.3	27.2	24.3	26.5	28.3		
Pets	23.9	26.5	22.4	22.0	20.3	21.3		
Slot machines	23.9	8.4	27.4	11.1	28.0	12.1		
Presents	44.0	55.2	43.6	52.2	41.8	55.9		
Leisure centre	38.2	27.2	30.4	20.2	40.9	33.2		
Spent no money (derived)	7.5	5.5	7.4	7.0	5.6	4.4		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The percentage spending money on *Slot machines* by boys is already quite high at the age of 8–9, and does not increase by very much more during their time in secondary school. The fall in percentages spending money on *Books* continues into secondary school, whereas the purchase of *Magazines* stays fairly steady throughout.

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Group 7: ROAD USE & SPORT

How many youngsters are endangering their lives on the roads? The questions here reveal how many this may be. The mention of bicycles in the questionnaire can raise road safety as an issue in the classroom.

There is widespread concern at what appear to be generally low levels of physical activity in the daily life of young people. The pupils indicate how fit, or active, they believe themselves to be and which sporting activities (if any) were participated in outside school time.

[Owning and riding a bicycle] 45
[If you are allowed to ride on the road, how busy is it?] 46
How fit do you think you are? 47
[Which sports do you play outside lesson time, and how often?] 48
How much do you enjoy running when you play games? 49

Questions 17a & b: [Owning and riding a bicycle]

Percentage answering 'yes'

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Own a bicycle	91.7	92.2	87.6	86.0	91.4	89.2		
Allowed to ride on the road	50.3	33.7	63.1	43.9	76.4	61.4		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

It is interesting to note that, although the percentage of bicycle-owners is very similar for the boys and girls in each age group, consistently more boys than girls report being allowed to ride on the road. Is this just reflecting the different amounts of usage by boys and girls? (See 'physical activities' table on page 48.)

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Question 17c: [If you are allowed to ride on the road, how busy is it?]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Very busy (lots of cars)	8.5	6.5	9.3	5.0	12.0	5.8		
Quite busy	15.1	11.7	25.9	19.1	38.2	25.9		
Not very busy (few cars)	35.3	32.6	36.7	40.1	34.6	44.9		
Very quiet (hardly any cars)	41.1	49.1	28.2	35.9	15.2	23.4		
Valid responses	331	230	603	404	1716	1413		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

From this table and the last one we conclude that large numbers of young children are at risk cycling on busy roads. This is yet more confirmatory evidence of the relevance of road safety education.

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Question 19: How fit do you think you are?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Very unfit	1.4	1.0	1.8	2.1	1.1	1.2	1.2	0.8
Unfit	2.0	2.1	2.9	2.1	3.3	3.4	5.8	5.4
Don't know	25.3	38.5	26.5	42.4	29.3	42.4	25.5	34.3
Fit	36.3	39.2	36.8	37.1	42.9	42.3	44.2	48.4
Very fit	34.9	19.2	31.9	16.4	23.5	10.7	23.4	11.1
Valid responses	647	673	950	911	2294	2307	428	533

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

Noticeably more girls than boys *Don't know* about their fitness level, which is very interesting. There are also fewer girls across all the age groups reporting that they think they are *Very fit*, with percentages declining for both boys and girls in the older age groups.

The decline in the *Very fit* category typically continues across the secondary years.

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Question 18: [Which sports do you play outside lesson time, and how often?]

Percentage answering 'once a week' or 'more than once a week'

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Athletics	30.2	23.1	32.2	27.1	37.1	33.3	-	-
Basketball	15.8	7.9	12.0	5.8	12.7	4.5	17.2	7.2
Dancing	6.2	35.8	4.2	28.2	4.9	31.5	0.9	25.7
Football	70.0	16.7	70.0	14.1	72.0	14.5	61.5	10.4
Gymnastics	8.3	19.2	7.9	17.5	5.0	16.3	6.4	17.1
Hockey	11.5	5.6	9.0	5.2	6.5	3.5	10.6	23.2
Judo	22.1	5.4	17.2	8.2	16.0	6.7	13.3	5.0
Netball	5.0	17.5	4.9	30.7	3.3	35.0	4.4	29.4
Riding a bicycle	63.6	55.3	60.4	48.9	71.7	60.5	60.1	44.8
Roller skating	11.4	30.3	11.2	30.2	7.3	26.0	-	-
Rugby	14.7	2.3	13.1	2.5	11.8	2.5	14.7	1.9
Swimming	61.5	57.0	46.9	48.6	53.1	55.0	43.8	41.3
Play no sports (derived)	6.2	8.0	5.8	8.3	3.8	5.8	-	-

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

There are definite gender differences here, linked to activities such as *Dancing*, *Football*, and *Gymnastics*. The table shows encouraging percentages of very young people involved in these physical activities.

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Question 20: How much do you enjoy running when you play games?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Very much	62.0	46.4	61.7	44.0	53.0	36.2		
Quite a lot	30.5	37.9	28.6	41.6	35.4	46.8		
Not very much	5.1	12.3	6.7	12.5	9.5	14.3		
Not at all	2.5	3.4	2.9	1.9	2.1	2.7		
Valid responses	653	673	950	911	2301	2304		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

More boys than girls, for each age group, choose the *Very much* category — in fact this is the largest category for the boys. For the girls, this category is slightly larger in year 4, but in year 6 the *Quite a lot* option is chosen by more girls. This probably reflects the drop in interest in sports with increasing age, which has been shown by other research.

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Group 8: SOCIAL & PERSONAL

The questions included in this group refer to social relationships, sources of information about sex, and problem-sharing.

[Total self-esteem score (scale 0–20)] 53
How easy do you find it to make friends? 54
Which adult do you get on best with? 55
[Person with whom you would first share a problem to do with school] 56
[Person with whom you would first share a probem to do with your family] 57
[Person with whom you would first share a problem to do with health] 58
[Person with whom you would first share a problem to do with friends] 59
Who or what is your main source of information about sex? 60
Who or what do you think should be your main source of information about sex? 61

Question 22: [Total self-esteem score (scale 0–20)]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
0–10	34.2	47.4	34.6	45.8	29.0	36.8		
11–13	25.7	22.4	23.0	23.2	23.1	24.7		
14–16	25.1	18.6	24.1	18.8	26.7	23.3		
17–20	15.1	11.6	18.3	12.2	21.3	15.1		
Valid responses	650	673	946	917	2295	2305		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

There are more girls than boys in the low *(0–10)* category. However, the percentage of girls in this category decreases encouragingly from year 4 to year 6.

Several of the items from which the scores are calculated concern social confidence and competence. It is no surprise that the scores increase with age. Boys achieve a higher score than girls, which is in step with the data collected in secondary schools.

Year 7 data is not directly comparable with the primary-school results because the scoring method is slightly different, but fits the above pattern (see *Young People in 1992*, page 105)

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Question 23: How easy do you find it to make friends?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Very hard	11.3	12.4	8.7	11.5	5.9	4.9		
Quite hard	19.0	19.9	20.7	20.1	17.0	18.3		
Quite easy	36.6	40.9	37.9	41.9	49.4	50.3		
Very easy	33.2	26.8	32.7	26.5	27.8	26.5		
Valid responses	648	672	949	914	2286	2296		

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The majority of boys and girls of all ages report finding it *Quite easy* and *Very easy* to make friends, with higher percentages reporting this aspect of social competence in the older groups.

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Question 24: Which adult do you get on best with?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Mum	14.0	14.1	16.7	17.9	19.8	26.1	20.6	26.0
Dad	9.4	5.0	7.1	5.8	8.6	6.3	8.4	8.7
Mum and Dad	60.8	63.6	59.5	63.0	59.7	55.1	53.6	49.4
Other adult relation	8.0	8.3	7.3	5.4	6.1	6.0	13.0	12.6
Teacher	2.1	3.5	2.7	2.9	1.6	1.9	0.3	0.4
Adult friend	3.0	2.8	4.3	2.8	2.2	3.3	2.3	2.0
No one	2.6	2.7	2.5	2.2	2.0	1.3	2.0	1.0
Valid responses	572	601	933	900	2258	2268	394	508

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

More girls than boys of all ages get on best with *Mum* with percentages increasing with age. The majority of youngsters of all ages do not separate *Mum* from *Dad*, the percentages however decline in older age groups, with percentages for *Mum* increasing.

Note that the secondary questionnaire separates relations other than parents into 'siblings' and 'relations'. These values have been combined under *Other adult relation* in the year 7 data. The percentage for siblings increases with age in the secondary data.

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Question 33: [Person with whom you would first share a problem to do with school]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Mum	28.0	32.0	28.9	36.5	31.7	41.1	25.1	31.8
Dad	7.5	3.8	8.5	4.3	6.3	4.0	6.6	2.6
Mum and Dad	25.7	30.1	27.2	25.9	30.5	20.9	32.3	27.9
Brother or sister	3.9	3.8	3.2	3.9	4.8	4.4	3.7	6.9
Relation	1.5	0.5	0.3	0.8	0.9	1.1	1.6	1.4
Teacher	17.4	15.0	14.4	13.8	10.7	11.8	14.3	10.9
Friend	9.1	9.5	8.5	8.9	7.3	13.2	9.3	13.6
No one	6.9	5.3	8.9	5.9	7.8	3.5	6.9	4.9
Valid responses	536	581	868	854	2196	2228	378	494

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

More girls than boys tend to share school problems with *Mum*, although *Mum and Dad* still reach high figures. *Teacher* ranges between 10% and 17% with little difference between boys and girls.

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Question 33: [Person with whom you would first share a problem to do with your family]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Mum	25.7	23.2	25.9	29.1	22.0	25.9	12.9	14.3
Dad	10.1	6.9	8.1	5.1	7.0	3.6	4.3	1.2
Mum and Dad	29.2	28.1	26.0	25.5	25.9	18.6	22.3	20.3
Brother or sister	6.1	7.3	6.6	6.6	9.2	8.4	7.0	5.7
Relation	5.7	4.8	5.8	5.1	5.8	5.5	12.3	8.0
Teacher	3.8	5.5	3.2	4.2	3.7	4.2	8.6	5.5
Friend	6.3	11.2	6.6	11.5	10.8	22.7	11.5	33.4
No one	13.0	13.1	17.8	13.0	15.6	11.2	20.6	10.9
Valid responses	506	565	843	829	2117	2193	373	488

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The percentages for *Mum* remain fairly constant for boys and girls of all ages but percentages for *Dad* and *Mum* and *Dad* decline. Percentages for *Friend* show a marked increase in older groups of girls. Percentages for *No one* show a marked increase for older boys; 16% of year 6 boys and a continued rise in year 7 to 20%. Is this a cause for concern?

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Question 33: [Person with whom you would first share a problem to do with health]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Mum	40.2	41.6	36.3	45.4	34.0	55.3	34.8	54.5
Dad	7.5	6.2	8.9	6.3	8.2	3.2	6.4	1.6
Mum and Dad	34.5	36.3	34.2	32.3	39.5	24.7	39.0	30.1
Brother or sister	2.4	1.3	2.1	2.9	3.0	2.1	1.9	1.4
Relation	1.6	1.3	1.6	1.8	1.4	1.6	1.6	1.0
Teacher	2.4	2.0	1.7	1.2	1.1	1.3	0.5	1.0
Friend	3.6	3.6	2.8	3.4	3.4	6.6	2.9	3.5
No one	7.7	7.8	12.4	6.6	9.5	5.3	12.8	6.9
Valid responses	495	551	821	820	2113	2179	374	492

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

The percentages for ***Mum*** are the highest again, with figures for girls higher in older age groups. The percentages reporting *No one* are noticeable, and again are higher for boys.

(*School nurse* will appear as a category to select in Version 6)

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Question 33: [Person with whom you would first share a problem to do with friends]

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Mum	22.3	29.6	22.9	31.8	21.9	35.1	21.4	31.2
Dad	8.6	4.8	7.8	6.1	7.0	5.3	3.7	2.2
Mum and Dad	19.7	21.9	20.5	18.5	23.7	16.7	22.5	20.4
Brother or sister	6.4	7.7	7.0	8.9	8.5	9.3	10.2	12.2
Relation	1.2	1.3	1.5	1.4	2.0	2.2	3.7	3.9
Teacher	12.2	15.1	9.5	12.9	6.9	9.5	3.5	5.1
Friend	9.0	5.7	8.7	6.6	9.2	9.4	15.8	14.7
No one	20.7	13.8	22.0	13.8	20.8	12.4	19.3	10.4
Valid responses	502	557	842	834	2140	2205	374	491

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

In all these 'sharing problem' tables *Dad* on his own is not selected by many, although the category *Mum and Dad* is. *Mum* on her own is a popular resource. In this table percentages for *No one* are high for girls (12–13%), and for boys (20–22%).

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Question 35: Who or what is your main source of information about sex?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Your parents	32.9	49.9	34.1	53.9	32.9	47.8	31.1	54.2
Your teachers	9.3	8.0	9.2	6.8	17.4	16.4	15.8	9.7
Your friends	15.6	14.1	15.7	13.6	15.6	16.1	17.7	19.5
Brothers or sisters	5.9	5.4	4.7	5.1	6.5	5.4	8.3	6.2
Other close relations	2.4	1.9	1.3	1.5	1.0	1.0	-	-
Books, posters, TV, etc.	29.5	17.9	29.7	16.3	23.0	11.3	-	-
Other sources	4.4	2.8	5.2	2.7	3.7	1.9	-	-
Valid responses	410	425	686	661	1934	1906	373	487

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

In step with results for secondary pupils, girls are more likely than boys to identify parents as their main source of information about sex. *Books, posters, TV, etc.* seems to be a more important category than the category *Your friends* for the boys.

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Question 36: Who or what do you think should be your main source of information about sex?

Percentage responses

	Year 4 (8–9)		Year 5 (9–10)		Year 6 (10–11)		Year 7 (11–12)	
Responses	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Your parents	56.1	68.8	58.7	69.0	56.4	74.1	62.6	80.3
Your teachers	14.0	13.5	19.0	16.8	22.5	15.5	13.4	7.3
Your friends	4.4	2.9	4.1	3.1	4.2	2.2	5.8	4.1
Brothers or sisters	3.2	0.8	2.4	1.7	2.3	1.2	3.4	1.8
Other close relations	0.9	1.6	0.8	0.2	0.3	0.7	-	-
Books, posters, TV, etc.	19.2	10.4	14.0	7.2	11.8	4.3	-	-
Other sources	2.3	2.1	1.0	2.1	2.5	2.0	-	-
Valid responses	344	385	591	584	1692	1754	380	492

These results are based on surveys involving 7,852 pupils who participated in the Primary Health Related Behaviour Questionnaire Surveys
Sample size: Boys: Year 4: 660, Year 5: 959, Year 6: 2315; Girls: Year 4: 684 Year 5: 920 Year 6: 2314

Commentary

We have usually found that parents score very high when pupils of all school ages answer this question. However, there is quite a large difference between the percentages responding that their parents **should be** their main source of information on sex and those responding parents **are** their main source.

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Appendix

Version 4 of the Primary Health Related Behaviour Questionnaire

The following pages reproduce, in reduced form, Version 4 of the Primary Health Related Behaviour Questionnaire, which was used to derive the data from the tables in this report.

A copy of the current questionnaire may be obtained by writing to the Schools Health Education Unit at Exeter University.

Welcome to the questionnaire!

Please circle a word

1. Today is . . . Tues Wed Thur Fri

2. **Are you a boy or a girl?** Boy Girl

3. **How old are you?** ☐ years

4. **Which year group are you in?** ☐ (Your teacher will tell you)

5. **You have** ☐ **brothers and** ☐ **sisters**

6. **How many brothers and sisters are older than you?** ☐

7. **After school yesterday, did you . . .**

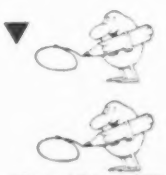
Please circle an answer on each line

Watch TV at all?	Yes	No
Watch TV all the time until you went to bed?	Yes	No
Play with your friends?	Yes	No
Watch any video films?	Yes	No
Play any computer games?	Yes	No
Read a book for pleasure?	Yes	No
Go to a club?	Yes	No
Do something else? (Please write)	Yes	No

8. **What was the time when you got up this morning?**
   Please write the time ☐

9. **What was the time when you went to bed last night?**
   Please write the time ☐

10. **On school days do you have a set bedtime?** . . . Yes No
    If YES, please write the time ☐



Please circle everything you had for breakfast

11. **What sort of breakfast did you have this morning?**

Drink of milk	Tea or coffee	Fruit juice
Cereal	Toast or bread	Porridge/Readybrek
Cooked breakfast	Other (please write)	☐

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12. How often do you eat these foods?

	Hardly ever or never	Less than once a week	1–2 times a week	3 or more times a week
White bread	0	1	2	3
Brown bread	0	1	2	3
Sugar-coated cereals (e.g. Frosties)	0	1	2	3
Other cereals	0	1	2	3
Rice or pasta	0	1	2	3
Chocolates or sweets	0	1	2	3
Cakes, tarts, or biscuits	0	1	2	3

Please circle a number on each line

	Hardly ever or never	Less than once a week	1–2 times a week	3 or more times a week
Milk	0	1	2	3
Butter or margarine	0	1	2	3
Cheese	0	1	2	3
Chips or roast potatoes	0	1	2	3
Other potatoes	0	1	2	3
Vegetables	0	1	2	3
Fresh fruit	0	1	2	3

Please circle a number on each line

	Hardly ever or never	Less than once a week	1–2 times a week	3 or more times a week
White meat (e.g. chicken or turkey)	0	1	2	3
Burgers or sausages	0	1	2	3
Red meat (e.g. lamb, pork, beef, stew, mince)	0	1	2	3
Eggs (boiled, fried, etc.)	0	1	2	3
Fish or fish fingers	0	1	2	3

Please circle a number on each line

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13. In the next few days I think I will eat quite a lot of . . .

Brown bread	NO!	no	maybe	yes	YES!
Fried food (e.g. chips)	NO!	no	maybe	yes	YES!
Sweet things (cakes, biscuits, sweets)	NO!	no	maybe	yes	YES!
Fresh fruit	NO!	no	maybe	yes	YES!
Crisps	NO!	no	maybe	yes	YES!
Fresh vegetables	NO!	no	maybe	yes	YES!

Please circle an answer on each line

14. How much pocket money did you get last week? £ . . . : . . . p
(If none, write 0)

15. In the last month have you spent your own money on . . .

Sweets, chocolate, etc.	Yes	No
Fizzy drinks	Yes	No
Comics, magazines	Yes	No
Books	Yes	No
Cigarettes	Yes	No
Going to discos, etc.	Yes	No
Make-up	Yes	No
Records, tapes, CDs	Yes	No
Pets	Yes	No
Slot machines	Yes	No
Presents	Yes	No
Leisure centre or sports centre	Yes	No
Other (please write)	Yes	No
Other (please write)	Yes	No

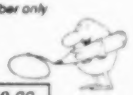
Please circle an answer on each line

16. Do you wash your hands after visiting the toilet?

Never or almost never	0
Sometimes	1
Whenever possible	2

Please circle ONE number only

17a. Have you got a bike? Yes No



17b. Are you allowed to ride on the road on your own? Yes No

If NO, please go to question 18

17c. If you are allowed to ride on the road, is it . . .

Very busy (lots of cars drive on it)	0
Quite busy	1
Not very busy (only a few cars use it)	2
Very quiet (hardly any cars use it)	3

Please circle ONE number only

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18. How often do you play or do any of these things in your own time or in school clubs?

	Hardly ever or never	Sometimes	Once a week	More than once a week
Athletics	0	1	2	3
Basketball	0	1	2	3
Dancing	0	1	2	3
Football	0	1	2	3
Gymnastics	0	1	2	3
Hockey	0	1	2	3
Judo, karate (club)	0	1	2	3
Netball	0	1	2	3
Riding your bike	0	1	2	3
Roller skating	0	1	2	3
Rugby	0	1	2	3
Swimming	0	1	2	3
Any other physical activities you do (please write)				
	0	1	2	3
	0	1	2	3
	0	1	2	3

Please circle a number on each line

19. How fit do you think you are?

Very unfit	0
Unfit	1
Don't know	2
Fit	3
Very fit	4

Please circle ONE number only

20. How much do you enjoy running when you play games?

Very much	0
Quite a lot	1
Not very much	2
Not at all	3

Please circle ONE number only

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21. When you run, do you have a lot of trouble breathing which makes you wheeze?

Please circle ONE number only

- Never . . . 0
- Sometimes . . . 1
- Quite often . . . 2
- Very often . . . 3

22. Do you think that your parents usually like to hear about your ideas? . . . Yes No Don't know

Please circle an answer on each line

When you have to say something in front of teachers, do you usually feel embarrassed? . . . Yes No Don't know

Are there lots of things about yourself you would like to change? . . . Yes No Don't know

Do other pupils in the school often fall out with you? Yes No Don't know

Do you often feel lonely at school? . . . Yes No Don't know

Do you think that other pupils in the school often say nasty things about you? . . . Yes No Don't know

When you want to tell a teacher something do you usually feel silly? . . . Yes No Don't know

Do you often have to find new friends because your old friends are with someone else? . . . Yes No Don't know

Do you usually feel foolish when you talk to your parents? . . . Yes No Don't know

Do other people often think that you tell lies? . . . Yes No Don't know

23. How easy do you find it to make friends?

Please circle ONE number only

- Very hard . . . 0
- Quite hard . . . 1
- Quite easy . . . 2
- Very easy . . . 3

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24. Which adult do you get on best with?

Please circle ONE number only

- Mum . . . 0
- Dad . . . 1
- Mum and Dad . . . 2
- Other relation (adult) . . . 3
- Teacher . . . 4
- Friend (adult) . . . 5
- No one . . . 6

25. How many times in the last week have you had a bath or shower at home?

Please circle ONE number only

- Not at all . . . 0
- Once . . . 1
- 2 or 3 times . . . 2
- 4 or 5 times . . . 3
- 6 or 7 times . . . 4

26. How many times did you clean your teeth yesterday? ☐ times

27. What treatment did the dentist give you on your last visit?

Please circle an answer on each line

- Check-up . . . Yes No
- Fillings . . . Yes No
- Having a tooth out . . . Yes No
- Polishing . . . Yes No
- Brace fitted or checked . . . Yes No
- Advice on brushing . . . Yes No
- Other . . . Yes No

28. Smoking: which sentence describes you best?

Please circle ONE number only

- I have never smoked a cigarette . . . 0
- I have only ever tried smoking once or twice . . . 1
- I used to smoke sometimes but I don't now . . . 2
- I smoke and I would like to give it up . . . 3
- I do not want to give it up . . . 4

29. Have you smoked since this time last week? . . . Yes No

If YES, how many cigarettes? ☐ cigarettes

30. Do you think that you will smoke when you are older?

Please circle a word

NO! no maybe yes YES!

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31. Which of these alcoholic drinks have you tasted?

Please circle a number on each line

	Yes	No	Don't know
Shandy	1	0	2
Beer or lager	1	0	2
Cider	1	0	2
Wine	1	0	2
Martini, Cinzano, vermouth, port, sherry	1	0	2
Spirits (gin, whisky, vodka, brandy, rum, etc.)	1	0	2

32. Have you had an alcoholic drink since this time last week? Yes No

If YES, on how many days did you do so? ☐ days

If YES, what was the drink you had? ☐

33. If you had a problem, whom would you share it with <u>first</u>?
(Choose the most likely person)

Please circle a number on each line

	Mum	Dad	Mum & Dad	Brother or sister	Relation	Teacher	Friend	No one
Problem with school	0	1	2	3	4	5	6	7
Family problem	0	1	2	3	4	5	6	7
Health problem	0	1	2	3	4	5	6	7
Problem with friends	0	1	2	3	4	5	6	7

34. Please write down the names of any newspapers that you have at home regularly.

Newspapers ☐

Optional section for school to use if desired

35. Who or what <u>is your main source</u> of information about sex?

Please circle ONE number only

Your parents	0
Your teachers	1
Your friends	2
Brothers, sisters	3
Other close relations	4
Books, posters, TV, etc	5
Other sources	6

36. Who or what do you think <u>should be your main source</u> of information about sex?

Please write ☐

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The Schools Health Education Unit provides services for ...

School pupils ...

Over 250,000 have so far filled in our questionnaires. We hold the largest health-related behaviour data banks in the U.K.

School teachers ...

Can reappraise the health education curriculum in the light of their school's questionnaire findings.

Parents ...

Can express their views about what the school should be teaching, and be involved constructively in curriculum debate.

Governors ...

Can see for themselves what topics pupils, parents and teachers value, and with this information can make and defend informed management decisions.

LEA Advisers ...

Can promote curriculum review in groups of schools by organising joint questionnaire surveys, and can stimulate home-school liaison.

Health Authorities ...

Can derive data for health surveys as well as participating in health education initiatives, either alone or in collaboration with the LEA.

We have a decade of experience in running questionnaire surveys, ranging in coverage from small village primary schools to whole counties. We have also developed ways of presenting the results in forms suitable for different purposes, whether as a classroom resource, for presentation to staff, governors, or parents, or for LEA and Health Authority reports.

Please ring us (0392 264722) if you think we can help or advise with any research or curriculum development work in the field of health-related behaviour and health education.

13. In the next few days I think I will eat quite a lot of . . .

Bread/cereal	NO!	no	maybe	yes	YES!
Fruit/fruit juice	NO!	no	maybe	yes	YES!
Sweet things (cakes, biscuits, sweets)	NO!	no	maybe	yes	YES!
Fat/oil	NO!	no	maybe	yes	YES!
Fish	NO!	no	maybe	yes	YES!
Do I like vegetables?	NO!	no	maybe	yes	YES!

14. How much pocket money did you get last week? £ 1 50 p
(If none, write 0)

15. In the last month have you spent your own money on . . .

Sweets, chocolate, etc	Yes	No
Fizzy drinks	Yes	No
Comics, magazines	Yes	No
Books	Yes	No
Cigarettes	Yes	No
Going to discos, etc	Yes	No
Make-up	Yes	No
Records, tapes, CDs	Yes	No
Pets	Yes	No
Slot machines	Yes	No
Presents	Yes	No
Leisure centre or sports centre	Yes	No
Other (please write) Scrool Shoes	Yes	No
Other (please write)	Yes	No

16. Do you wash your hands after visiting the toilet?

- Never or almost never
- Sometimes
- Whenever possible

17a. Have you got a bike?

17b. Are you allowed to ride on the road on your own?

17c. If you are allowed to ride on the road, is it

- Very easy, there's not much traffic
- Quite easy
- Not very easy, there's a lot of traffic
- Very quiet, hardly any cars on it